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ABSTRACT

This curriculum package on effective training skills for the art of interviewing--the machinery of management for supervisors, auditors, and training instructors has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. Objectives include formulating and asking questions and using appropriate nonverbal communication. (YLB)

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ED 424 458

The Machinery of Management: The Art of Interviewing (MM3)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics are developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors.* New York: Simon & Schuster Workplace Resources, 1991.

INCLUDING LEARNERS IN THE EDUCATION PROCESS

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Module: Machinery of Management: The Art of Interviewing
Job Title: Supervisors, Auditors, & Training Instructors

Author: Carolyn D. Davis

General Instructional Objective: Communication

Overall Time: 6 hrs.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Preview	15 min	Administer Preview	Preview	Answers given at end of course.
(Motivation)	25 min	1.1 Motivation Activity An office manager and employee will present two mock interviews, one done correctly and one with obvious errors	Handout - "Interview Scripts" Two volunteers from outside company Flip Chart	Student Response Creation of List
V. 400 Formulate and ask questions	10 min	2.1 Instructional Activity • Mini Lecture - Determine why interviewing is so difficult		
	20 min	2.2 Instructional Activity • Mini Lecture - Discuss Pridecraft Application • Discuss six essential elements of an interview. Discuss Warning Signs • Applied Practice - Reconstruct questions to gain pertinent information.	Handout - "Employment Application Form" Sachs, Kandi - How to Become a Skillful Interviewer, AMACON, 1994 Handout - "Warming Signs" Handout - "Common Mistakes"	Completion of Exercise

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
V. 500 Use appropriate non-verbal communication	20 min	3.1 Instructional Activity • Mini Lecture - Instruct students on the importance of interviewing image. • Applied Application - Evaluate different opening statements.	Handout - "Your Welcome"	Completion of Exercise
	20 min	3.2 Instructional Activity • Group Discussion on image projected by interviewee, and problem of stereotypes. • Applied practice - Objectivity	Handout - "Objectivity"	Completion of Exercise
V. 400	15 min	4.1 Instructional Activity • Mini Lecture on three main issues when beginning search process • Applied practice - Employee requirements	Handout - "Employee Requirements"	Completion of Exercise
	15 min	4.2 Instructional Activity Mini Lecture on three parts of the interview and two important rules	Handout - "Parts of the Interview"	

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	25 min	4.3 Instructional Activity • Mini Lecture on two different types of questions • Mini Lecture on question legalities and wrap-up	Handout - "Types of Questions" Handout - "What an Interviewer Must Not Ask" Handout - "Applicant Interviewing Guides: What an Interviewer May Ask" Handout - "Asking the Right Questions"	Student Response
	20 min	4.4 Instructional Activity • Mini Lecture - Three R's of interviewing and use of silence • Mini Lecture - Question Evaluating • Applied Practice - Evaluating Your Questions	Handout - "Evaluating Your Questions"	Completion of Exercise
	20 min	4.5 Instructional Activity • Mini Lecture - Distractions listening environment, and prejudices • Applied Practice - "Red Flags"	Handout - "Listening" Handout - "Red Flags"	Completion of Exercise
	20 min	4.6 Instructional Activity • Review Discrimination Issues. • Applied Practice - Discrimination Questionnaire.	Handout - "Discrimination Questionnaire"	Completion of Exercise

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	15 min	4.7 Instructional Activity Mini Lecture - ADA Impact, Accommodations, Behavior, and Discussion Topics.	Handout - "Think Before You Speak"	
	15 min	4.8 Instructional Activity Mini Lecture - Information provided, ending interview decision making process, and reasons for not hiring	Handout - "Information to Share" Handout - "Ending the Interview" Handout - "Make the choice" Handout - "Appropriate Reasons for not Hiring an Applicant"	
(Closure)	2 hrs	5.1 Closure Activity Mock Interview with evaluation	Handout - "Evaluation of Mock Interview" Volunteers from college to be applicants	Student Presentation Written Evaluation
		Administer Review	Review	Answers given and recorded on IEP

LESSON PLAN

1.1 Motivational Activity - 25 minutes

A. The instructor will arrange for an office manager and employee from an outside company to come into class and present two mock interviews. One will be done correctly and the other will contain obvious errors. (Perform interviews using "Interview Scripts.")

B. Create with the students a list of comparisons for the two interviews. Itemize what was done correctly/incorrectly with each interview regarding introduction, questions, timing, legalities and concluding remarks.

2.1 Instructional Activity - 10 minutes

A. Determine why interviewing is so difficult when you have the superior position in the situation.

B. Instruct the students on the necessity of understanding the applicant's skills, abilities, interests and experiences.

C. Preview the possible interviewing pitfalls that defeat and sabotage the entire process.

2.2 Instructional Activity - 20 minutes

A. Discuss with students Pridecraft's Employment Application. Scan form to determine that personal issues are not questions--as children, daycare and others. (Pridecraft Enterprises Employment Application Form is proprietary. Please substitute your company's form.)

B. Instruct students on the six essential elements of an effective interview.
* It has an agenda
* It obtains critical information to make a hiring decision
* It gives the applicant a chance to demonstrate knowledge, ability and skills
* It is flexible to change directions to accommodate the applicant
* It gives all questions in a nondiscriminatory manner
* It gives the applicant a truthful understanding of the position.

C. Instruct students on recognizing warning signs that demonstrate a need to reevaluate and work on improving your interviewing technique. (Distribute "Warning Signs" handout.)

D. Give students exercise to reconstruct questions to gain pertinent information. (Distribute handout - "Common Mistakes")

3.1 Instructional Activity - 20 minutes

A. Discuss with students the importance of interviewing image. Discuss common situations, the problems generated, and needed change.

B. Discuss with students the importance of physical appearance for projected image.

C. Evaluate with students the different opening statements and probable responses. (Distribute handout - "Your Welcome")

3.2 Instructional Activity - 20 minutes

A. Distribute "Objectivity" handout to students and try to set stage to break through stereotypes.

B. Using handout, describe four job applicants to students.

C. Lead group discussion concerning the image projected and possible reactions from the interviewer.

4.1 Instructional Activity - 15 minutes

A. Instruct the students on the three main issues to address when beginning the search process, having eliminated the stereotypes.
* Exact job responsibilities
* Qualifications and skills required
* Specific type of personality or temperament

B. Discuss with students employee requirements (Distribute "Employee Requirements" handout) and actually fill out for a position.

4.2 Instructional Activity - 15 minutes

A. Discuss with students the three parts of the interview. (Using handout - "Parts of the Interview")

B. Instruct students on two important rules in employment interviewing.
* Always remember the job you are interviewing for
* All questions must be job related.

4.3 Instructional Activity - 25 minutes

A. Instruct students on two different types of interview questions. (Distribute handout - "Types of Questions")

B. Discuss the legalities of question asking. (Handouts - "What an Interviewer May Not Ask" and "What an Interviewer May Ask")

C. Discuss with students the "wrap up", and "Did you ask it?" (Distribute handout - "Asking the Right Questions")

4.4 Instructional Activity - 20 minutes

A. Instruct students on the three R's of interviewing--repeat, rephrase, and require.

B. Instruct students on use of silence for both interviewer and applicant.

C. Instruct students on evaluating their questions. Administer "Evaluating Your Questions" questionnaire.

4.5 Instructional Activity - 20 minutes

A. Discuss with students distractions during the process--both external and internal.

B. Instruct students on setting environment for listening. (Distribute "Listening" handout.)

C. Teach students that active listening is actually a practice of paraphrasing and repeating.

D. Discuss with students the concept of "Red Flags" in applicant's responses. Administer "Red Flag" handout to determine how to work through these.

4.6 Instructional Activity - 20 minutes

A. Discuss with students the discrimination issue. Refer back to handouts - "What an Interviewer May Not Ask" and "What an Interviewer May Ask."

B. Administer the "Discrimination Questionnaire" handout.

4.7 Instructional Activity - 15 minutes

A. Instruct students on the ADA impact for interviewers.

B. Discuss with students the concept of reasonable accommodation.

C. Discuss with students appropriate and inappropriate behavior and discussion topics. (Distribute "Think Before You Speak" handout.)

4.8 Instructional Activity - 15 minutes

A. Instruct students what information the interviewer should provide to applicant. (Distribute "Information to Share" handout.)

B. Discuss with students strategies for ending the interview. (Distribute "Ending the Interview" - handout.)

C. Discuss with students the decision making process. (Distribute "Making the Choice" handout.)

D. Explore with students what are appropriate reasons for not hiring an applicant. (Distribute "Appropriate Reasons for not Hiring an Applicant" handout.)

4.9 Closure Activity - 2 hours

A. Students will conduct mock interviews within a given time limit. Students from the college will be scheduled to act as applicants. They will be given a job description and fill out an actual application in advance.

B. These interviews will be video taped so that the students can go back and review their performance with their written evaluation. Evaluation will be made as to preparation, key points covered, legalities and appropriate endings. (Distribute "Evaluation of Mock Interview" handout.)

INTERVIEW SCRIPTS

IMPROPER INTERVIEW--SCRIPT FOR INTERVIEWER

1. Introduction--welcome and call by wrong name.
2. Posture--feet up on desk, slouched in chair.
3. Recognize applicant--not really, trying to be familiar.
4. Ethnic background--asks if applicant speaks foreign language based on last name.
5. Marital status--asks if the applicant is married.
6. Spouse--asks where spouse works.
7. Children--asks who is their babysitter.
8. Religion--asks if applicant would like to visit another church.
9. Closing--cuts off applicant, has another interview scheduled, but emphasizes that they really hit it off.

INTERVIEW SCRIPTS

IMPROPER INTERVIEW--SCRIPT FOR APPLICANT

1. Introduction--applicant is crestfallen and quietly corrects interviewer.
2. Posture--is seated slouched down in chair, not attentive.
3. Recognize interviewer--pretends to know him from school.
4. Ethnic background--agrees to German background, but doesn't speak the language.
5. Marital status--applicant answers that he is married.
6. Spouse--tells interviewer that his wife works at a local restaurant.
7. Children--tells interviewer that his mother-in-law watches his two boys.
8. Religion--agrees to visit the interviewer's church next Sunday.
9. Closing--tells interviewer that it sure has been good talking to you and knows that he can do a good job for him.

INTERVIEW SCRIPTS

PROPER INTERVIEW--SCRIPT FOR INTERVIEWER

1. Introduction--gets up from desk, shakes his hand, gives proper welcome.
2. Posture--sits facing applicant, at same level, giving him complete attention.
3. Recognize applicant--does not pretend to recognize the applicant, assumes a formal manner.
4. Ethnic background--does not make references to possible background based on last name.
5. Focus--on job requirements, i.e. shipping, receiving, and bill of lading processing.
6. Prior duties--asks for specifics to determine if qualified.
7. Relocation--asks why applicant chose this area.
8. Work schedule---asks which hours/days are best for availability.
9. Co-workers--asks what type of personalities the applicant could work best with in this job situation.
10. Problems--asks how problems and complaints were solved at previous job.
11. Promotions--asks if applicant received any promotion at previous job.
12. Directives--asks how applicant expects this company to communicate with him.
13. Provide information--asks applicant if he has any questions, or needs additional information about this company.
14. Closing-- "Thank you for coming and talking to me. We are going to be interviewing some more candidates for the position and expect to request second interviews by the end of next week."

INTERVIEW SCRIPTS

PROPER INTERVIEW--SCRIPT FOR APPLICANT

1. Introduction--walks to interviewer's desk, shakes his hand, introduces himself.
2. Posture--sits facing interviewer, focused, giving him complete attention.
3. Recognize interviewer--does not pretend to know interviewer, assumes a formal manner of conversation.
4. Ethnic background--makes no references to ethnic background based on last name.
5. Focus--applicant states that he has experience in all three areas of job requirements.
6. Prior duties--applicant states that he started out on the loading dock, promoted into office position coordinating shipping, receiving and bills of lading.
7. Relocation--applicant chose to move to a smaller town and one which had manufacturing plants.
8. Work schedule--applicant is available as required, no interferences, expects additional compensation for excess of 40 hours.
9. Co-workers--applicant states that he is proud of his ability to get along with all types of personalities and people with different levels of responsibilities.
10. Problems--applicant states that they were solved at the lowest level of management possible.
11. Promotions--applicant states that he started out on the dock and was promoted to office position.
12. Directives--applicant states that he expects his supervisors to communicate company directives and both positive and negative feedback for job performance.
13. Provide information--applicant asks what is the pay scale for this job.
14. Closing-- "Thank you for your time and interest. I am sure that I have the qualifications you need. I look forward to hearing from you."

Employment Application Form

**Pridecraft Enterprises Employment Application Form is proprietary.
Please substitute an application form from your company.**

WARNING SIGNS

Consider the following signs that indicate you need to reevaluate and work on improving your interviewing technique:

1. Applicants had all the qualifications on their resume, but did not have the opportunity to expand on them during the interview.

2. Questions about the applicant's work experience remain unanswered at the end of the interview.

3. You realize you know more about the applicant's personal life and likes and dislikes than you do about their professional background.

4. The applicant takes the initiative in ending the interview.

5. You have not had enough time to cover all aspects of the position during the interview.

6. You discuss many different subjects, but nothing in any depth.

7. You were not able to put the applicant at ease during the entire interview.

8. You have obtained little evidence to support the applicant's claims of proficiency and knowledge.

9. You learned a good deal about the applicant, but do not have a clear sense of whether they would be right for the position you need filled.

COMMON MISTAKES

Most individuals treat an interview as if it were a get acquainted chat. The following questions are typical interview questions that can be easily answered while providing little concrete information. After each question try and construct your question in a more effective manner.

1. So, tell me about yourself.
2. What's your idea of a perfect job?
3. What do you think are your greatest strengths and weaknesses?
4. Do you know anyone who works here?
5. Why do you want to work for our company?

POSSIBLE CORRECT RESPONSES

1. Tell me about your previous job experiences that would show how you are qualified for this job opening.

2. What conditions would contribute to you being successful at this job?

3. What factors in your personality make you a valuable employee?

4. How did you hear about this job opening? What have you heard about this company?

5. What goals do you have for yourself in working with our company?

YOUR WELCOME

In this exercise, put yourself in the applicant's seat. What would you think about the opening statement made by each of these supervisors? Would you feel comfortable--or not? Would the statement give you hope that the interview would be successful?

SITUATION 1:

Come in and sit down. Tell me, why should I hire you?

Comments:

SITUATION 2:

So nice to meet you, please make yourself comfortable. As you know, we are trying to fill an opening for a sewing associate.

Comments:

SITUATION 3:

Come right in. Why don't you tell me about yourself while I fix a cup of coffee. Would you like a cup too?

Comments:

SITUATION 4:

Hello. It is good to meet you. I hope the directions we gave you were okay. I would like to begin by finding out more about your experience in sewing. Can you give me more details?

Comments:

EVALUATION OF WELCOMES

Situation #1--

This opening could intimidate a nervous applicant. The interviewer is presenting a challenging demeanor, a confrontational approach. The interviewer is also giving a strong impression of a tough supervisor, who may not be easy to work for.

Situation #2--

This opening is a low key approach. The supervisor fails to ask a question and lead the interview. The applicant will fill in what he believes to be a good way to get discussion rolling. The interviewer has obviously failed to take control.

Situation #3--

The interviewer has begun with a positive friendly opening. If the continues the rest of the interview as casually, the applicant is likely to believe that he is not a serious candidate, or that the interviewer is not disciplined enough to evaluate applicants on their qualifications.

Situation #4--

This is the best opening. The interviewer gets down to business by announcing his intention of learning specific information. He then follows it up with a question demonstrating that he is well prepared for the interview.

OBJECTIVITY

In a perfect world we would have nothing to influence our decisions when interviewing an applicant. However, consciously or not, most people gravitate toward others who are most like themselves. Subconsciously, we make choices and judgements based on arbitrary factors as appearance, age, conclusion about the job candidates listed below:

An applicant over the age of 50

* Comments:

A minority college students

* Comments:

A poorly dressed applicant

* Comments:

A strikingly attractive applicant

* Comments:

EMPLOYEE REQUIREMENTS

1. Employee title:
2. Employee is responsible for:
3. Employee reports to:
4. Employee must work cooperatively with following employees:
5. Employee should be knowledgeable about:
6. Employee should have work experience in the following:
7. Amount of overtime expected:

PARTS OF THE INTERVIEW

Effective interviewing is not difficult or complicated, but it does have to be deliberate. The truth is that the perfect candidate may go unrecognized if the interviewer fails to ask the right questions. All interviews contain three parts:

* THE BEGINNING-- devoted to getting acquainted and understanding how the applicant's qualifications match the requirements of the job.

* THE BODY-- used to explore the applicant's work style, ideas, problems-solving abilities, unique strengths, and compatibility to the organization.

* THE CONCLUSION-- used to discuss details about the company and the position and to answer questions the applicant may have.

TYPES OF QUESTIONS

FACT GATHERING

Many supervisors like to use the beginning of the interview to explain the position in great detail to the applicant. What this tends to do is tell the applicant how to tailor their response to fit your needs. This should be planned towards the end. In the beginning you need to insure facts were not omitted from the application.

OPEN ENDED QUESTIONS

Most questions tend to be this type that require the applicant to go into depth with the answer. These questions have no right or wrong answer. They are used to explore information. Because these type questions encourage applicants to offer ideas, aspirations, and opinions, the interviewer must be able to evaluate the answers as they relate to the job opening. These are difficult questions for the interviewer because it is hard not to be influenced by answers and they offer an insight into the applicant. In order to hire successfully, you need to determine whether the answers to these types of questions tell you if the candidates is or is not right for the position.

WHAT AN INTERVIEWER MUST NOT ASK

1. Do not ask the applicant how old he or she is.
2. Do not ask the applicant his or her birth date.
3. Do not ask the applicant how long he or she has resided at his or her present address.
4. Do not ask the applicant what his or her previous address was.
5. Do not ask the applicant what church he or she attends or the name of his or her priest, rabbi or minister.
6. Do not ask the applicant what his or her father's surname is.
7. Do not ask the female applicant what her maiden name was.
8. Do not ask applicants whether they are married, divorced, separated, widowed or single.
9. Do not ask applicants who resides with them.
10. Do not ask applicants how many children they have.
11. Do not ask the ages of any children of applicants.
12. Do not ask who will care for children while the applicant is working.
13. Do not ask how the applicant will get to work, unless owning a car is a job requirement.
14. Do not ask the applicant where a spouse or parent works or resides.
15. Do not ask the applicant if he or she owns or rents his or her place of residence.
16. Do not ask the applicant the name of his or her bank or any information as to amount of any loans outstanding.

17. Do not ask the applicant whether he or she ever had his or her wages garnished or declared bankruptcy.

18. Do not ask the applicant whether he or she was ever arrested.

19. Do not ask the applicant whether he or she ever served in the armed forces of another country.

20. Do not ask the applicant how her or she spends his or her spare time or what club he or she belongs to.

21. Do not ask the applicant what foreign languages he or she can speak, read or write (unless a job requirement).

22. Do not write anything on the application form, except, if so desired, information as to:

    (a) Date to begin work, department, salary.

    (b.) Job-related reason for rejection such as inability to do work, inability to work required hours, not legally permitted to work in U.S.A, no working papers or work permits, obviously under influence of intoxicants or drugs at time of interview.

23. Do not ask the applicant if he or she is for or against unions or whether the applicant was ever a union member.

Source: Jackson, Lewis, Schnitzler, & Krupman

APPLICANT INTERVIEWING GUIDES: WHAT AN INTERVIEWER MAY ASK

1. Questions regarding any information on the application for further review (provoked application is in keeping with legal requirements).

2. Why did you leave your former employment?

3. What kind of references would you receive from your former employers?

4. What did your prior job duties consist of?

5. What did you like/dislike about your prior jobs?

6. What kind of job duties are you interested in?

7. What hours, days are you available or unavailable to work?

8. What do you feel is relevant to the position you are applying for?

9. Was there a job bidding procedure? Were job openings posted? Was there cross training?

10. How large a facility did you work for? Did the organization have a Personnel Department? How did it work? What duties did the Personnel Department perform? Did you make use of it?

11. What did you think of your prior supervisors? Did you get along with them? What kind of person was your prior supervisor: a strict disciplinarian, easy-going? What kind of supervisor do you like to work for?

12. How were employee problems and complaints solved at your prior job? Did you think it was a good procedure? How would you like employee problems and complaints handled if you were employed by this organization?

13. What were your wages at your prior job? How frequently were increases given, what were they based upon--merit, productivity, or something else? Were they cents per hour or percentage increase? How many increases did you receive, if based upon merit?

14. Were you ever promoted in your prior jobs? On what basis were you promoted: length of services, merit?

15. Did you receive a shift differential at your prior job? How much? Was it a percentage or cents per hour?

16. What benefits did you receive at your prior job? Did you pay any part of you insurance coverage? Was this money automatically deducted from your paycheck? How were you advised by the prior employers as to your benefits: insurance booklets, employee memos, bulletin board notices, handbook? How frequently were benefits changed?

17. How much do you expect an employer to communicate to you and keep you involved as to what is going on? How would you want this communication to take place?

Source: Jackson, Lewis, Schnitzler, & Krupman

ASKING THE RIGHT QUESTIONS

1. Does the applicant have the basic requirements of the job?
2. Can the applicant start when he or she is needed?
3. Is the applicant able to work the items required for the job?
4. Is the applicant's work style compatible with your own and that of your group's?
5. Will the applicant be comfortable working in the available opening?

EVALUATING YOUR QUESTIONS

Most employment interviews are limited in time. Therefore, it is important not to waste time-questions that do not give the applicant an opportunity to reveal important, evaluative information. Write down your favorite "challenging" questions for job applicants:

Now evaluate each question using the following checklist, and consider whether your question is truly worthwhile.

* Does your question ask something about the candidate you cannot learn from the application?
* Does the question ask for specific information you need to evaluate whether the candidate is suited for this job?
* Does the question require the candidate to share opinions and ideas with you?
* Does the question ask the candidate to demonstrate knowledge or practical experience?
* Does the question require the candidate to reveal information about his work style or how he functions in the workplace?

LISTENING

Deciding upon and then asking the right questions of job applicants is the first important part in the equation that adds up to conducting a successful job interview. Listening to what is said and learning how to interpret what you hear is the second part. Do you find yourself:

* Asking a question and then going on to the next without waiting for a complete answer?
* Anticipating what the answer to your question will be and then failing to listen when the response is different?
* Persist in asking a list of questions in a set order, regardless of the fact that the applicant revealed information that should be examined further?
* Allow yourself to be distracted from listening to the applicant?
* You plan what to say next while the applicant is speaking?

A good listener is always conscious of how to present themselves and how to listen attentively. Good listeners:

* Appear alert, yet relaxed, and keep comfortable eye contact.
* Nod, smile, and use verbal cues to show interest.
* Present an open body posture, lean forward in a friendly manner.
* Stay involved in the conversation by responding to what is said.

RED FLAGS

Many times applicants give you certain types of information without realizing it. Careful listeners can pick up red flags words or phrases that may tell a great deal about an applicant. This is particularly true in revealing prejudices or social attitudes incompatible with your business. In the space below write in what you think the use of the phrase tells you.

* Those types of people . . .
* It was very low class . . .
* My last boss was very demanding . . .
* I was the only one who knew anything . . .
* I hate to say this about another person, but . . .
* They were so difficult to get along with . . .
* We had a basic difference of opinion . . .
* I don't mean to generalize about a group of people, but . . .

DISCRIMINATION QUESTIONNAIRE

Job applications are protected by law against discrimination or hiring preferences based on race, national origin, and religion. The right to privacy prevents you from asking many questions that you might otherwise consider innocent. Take the following test to see how well you understand discrimination laws.

Mark each question L for legal, or I for illegal.

1. Are you married?
2. Do you need time to make child care arrangements?
3. Have you ever been convicted of a felony?
4. Do you have any disabilities?
5. Where were you born?
6. What does your spouse do for a living?
7. Do you own your own home?
8. Do you anticipate the commute to be difficult?
9. Which bank do you use?
10. Which church do you attend?

THINK BEFORE YOU SPEAK

The following are some do's concerning dealing with individuals with physical disabilities.

* Offer assistance if it seems appropriate, but wait until your offer is accepted before acting.

* Do allow for the extra time it may take a disabled candidate to travel or to fill out forms.

* Use normal speech and language.

* Try to seat yourself at eye level with a person in a wheelchair.

* Realize that the applicant is an adult and capable of having both good and bad work experience.

INFORMATION TO SHARE

During every job interview with a potential employee, you should cover the following topics:

- Job title and rank within the department
- Job responsibilities
- Work hours
- Expected overtime
- Potential for advancement and what is required for promotion consideration
- Salary range
- Physical working conditions
- Starting date required
- Company policy of nondiscrimination

Below prepare your list of items that need to be covered.

ENDING THE INTERVIEW

Toward the end of the interview, give the candidate the chance to ask you questions. At this time, you should tell the applicant what the next step in the interview process will be. The following statements can serve to bring the interview to an end gracefully.

1. Thank you for coming and talking to me. We are going to be interviewing some more candidates for the position and expect to request second interviews by the end of next week.

2. It was very nice to meet you. We are going to try to make a hiring decision within the next two weeks.

3. I enjoyed meeting you. I have some more interviews to conduct, but I suspect I will be calling you to make arrangements for further discussion. You can expect to hear from me next week.

4. Thank you for coming. I am afraid that you do not have the required qualifications for this position. We would like to keep your resume on file, however, should a more suitable position become available.

MAKE THE CHOICE

Before hiring the applicant, make sure you have done the following:

* Checked the applicant's references
* Explained the position honestly to the applicant
* Determined that the salary range is acceptable to the applicant
* Provided equal employment opportunity to minorities
* Identified all requirements of experience and technical ability
* Evaluated the applicant's ability to advance with the company.

APPROPRIATE REASONS FOR NOT HIRING AN APPLICANT

1. Following offer of employment, applicant reveals that he is unable to work required hours.
2. Rejected job offer (state reason).
3. Not interested in positions available.
4. Not qualified for positions available.
5. Did not pass drug screening test.
6. Did not return for follow-up interview.
7. Not qualified for position being sought.
8. Unwilling to accept part-time employment (where no full-time employment available).
9. Unwilling to accept full-time employment (where no part-time employment is available).
10. Employment interview revealed no interest in position being offered.
11. Under age 18.
12. Has no work permit.
13. Not legally permitted to work in the U.S.
14. Inconsistent, inaccurate or fraudulent statements made by applicant on application.

EVALUATION OF MOCK INTERVIEW

ITEM	GOOD	SATISFACTORY	IMPROVE
I. Introduction A. Opening Statement			
B. Appropriate Manner			
C. Professional Appearance			
II. Body A. Fact Finding Questions			
B. Open Ended Questions			
C. Legalities Observed			
D. Active Listening			
III. Conclusion A. Provide necessary information			
B. Chance for application to ask questions			
C. Appropriate ending for closure and notification			
Comments: _____ _____ _____ _____			

Name: _____

Date: _____

Interviewing
Preview/Review

Read the following. Choose the one answer that best answers the question. Circle that answer.

1. Which of the following is not one of the six essential elements of an effective interview?
   a. obtain truthful understanding
   b. has a agenda
   c. is flexible
   d. gains information on the interviewee's religion

2. True or False. Realizing you had discussed many subjects with an interviewee but nothing in any depth is a warning sign that you need to reevaluate your interviewing technique?

3. Which of the following is the most appropriate question to ask in an interviewee?
   a. Why do you want to work for our company?
   b. What factors in your personality make you a valuable employee?
   c. What's your idea of the perfect job?
   d. Do you know anyone who works here?

4. True or False? The following is a good statement to be used by an interviewer. "Hello. It is good to meet you. I hope the directions we gave you were okay. I would like to begin by finding out more about your experience in sewing. Can you give me more details?"

5. True or False? We subconsciously make choices and judgement based on arbitrary factors such as appearance, age, height and race.

6. Which of the following is not one of the 3 parts of an interview?
   a. conclusion
   b. beginning
   c. reference
   d. body

7. True or False? Open ended questions are the only type of questions to be asked during an interview.

8. Which of the following questions can an interviewer ask an interviewee?
   a. What do you feel is relevant to the position you are applying for?
   b. Have you ever had your wages garnished?
   c. Where does your spouse work?
   d. What was your previous address?

9. Which of the following topics should you cover during an interview?
   a. job responsibilities
   b. work hours
   c. starting date
   d. salary range
   e. all of the above
   f. none of the above

10. Which of the following is <u>not</u> an appropriate reason for <u>not</u> hiring an applicant?
   a. Did not pass drug screening test.
   b. Over the age of 40.
   c. Made fraudulent statements on application.
   d. Not qualified for the position.

Interviewing
Preview/Review
Key

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